

## HOLLY HILL-ROBERTS HIGH

Post Office Box 339  
Holly Hill, SC 29059

GRADES	9-12 High School	
ENROLLMENT	894 Students	
PRINCIPAL	Patricia B. Lott	803-496-3818
SUPERINTENDENT	David Longshore, Jr.	803-496-3288
BOARD CHAIR	S. B. Marshall	803-496-3288

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**UNSATISFACTORY**

Absolute Ratings of High Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	3	12

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**N/A**

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Unsatisfactory	Excellent	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Unsatisfactory	Excellent	N/A
<b>2004</b>			

**TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>
<b>Passed all 3 subtests</b>	53.0	47.6	50.0	49.7	44.9	43.4
<b>Passed 2 subtests</b>	20.7	24.1	28.0	22.5	23.3	24.8
<b>Passed 1 subtest</b>	16.7	15.9	13.3	14.7	17.8	16.1
<b>Passed no subtests</b>	9.6	12.4	8.0	13.2	14.0	15.2

**PERFORMANCE BY STUDENT GROUPS**

	<b>Exit Exam Passage Rate by Spring 2003</b>		<b>Eligibility for LIFE Scholarships*</b>		<b>Graduation Rate</b>	
	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>	<b>n</b>	<b>%</b>
<b>All Students</b>	186	86.0	143	2.1	196	59.7
<b>Gender</b>						
Male	67	76.1	49	0.0	80	38.7
Female	118	91.5	94	3.2	116	74.1
<b>Race or Ethnic Group</b>						
African American	166	84.3	135	1.5	179	60.9
Hispanic	N/A	N/A	0	N/A	0	N/A
White	19	100.0	8	12.5	17	47.1
Other	N/A	N/A	0	N/A	0	N/A
<b>Disability Status</b>						
Non-speech disabilities	5	100.0	10	0.0	15	6.7
Students without disabilities	181	85.6	133	2.3	181	64.1
<b>Migrant Status</b>						
Migrant	N/A	N/A	0	N/A	0	N/A
Non-migrant	5	100.0	143	2.1	0	N/A
<b>English Proficiency</b>						
Limited English proficient	N/A	N/A	1	I/S	1	I/S
Non-LEP	185	85.9	142	2.1	195	60.0
<b>Lunch Status</b>						
Subsidized meals	132	81.8	114	0.0	131	75.6
Full-pay meals	53	96.2	29	10.3	65	27.7

n = number of students on which percentage is calculated

**ELIGIBILITY FOR LIFE SCHOLARSHIPS**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	2.1	2.3
<b>Seniors who met the SAT requirement</b>	2.1	3.3
<b>Seniors who met the grade point average</b>	32.9	32.5

\*Using only the SAT and grade point average requirements

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n= 894)				
Retention rate	0.2%	Down from 13.1%	7.9%	7.3%
Attendance rate	94.5%	Up from 93.9%	94.5%	95.5%
Eligible for gifted and talented	1.9%	Down from 5.3%	3.0%	5.1%
With disabilities other than speech	13.8%	Up from 10.5%	16.2%	12.2%
Older than usual for grade	9.2%	Down from 12.1%	19.3%	10.1%
Suspended or expelled	4.5%	Up from 1.0%	1.1%	2.3%
Enrolled in AP/IB programs	8.7%	N/A	N/A	10.2%
Successful on AP/IB exams	N/A	N/A	N/A	N/A
Annual dropout rate	7.7%	Down from 9.5%	2.2%	2.7%
Career/technology students in co-curricular organizations	13.6%	Down from 23.3%	4.6%	3.2%
Enrollment in career/technology center courses	611	Down from 786	254	433
Students participating in worked-based experiences	38.5%	Up from 11.0%	22.4%	26.3%
Career/technology students mastering core competencies	48.3%	Down from 49.7%	68.3%	74.9%
Career/technology completers placed	98.4%	Up from 98.2%	96.8%	99.5%

Teachers (n= 70)				
Teachers with advanced degrees	51.4%	Up from 49.3%	51.4%	51.7%
Continuing contract teachers	81.4%	Up from 72.5%	78.4%	81.8%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.3%	Up from 87.3%	77.9%	85.1%
Teacher attendance rate	94.2%	Down from 94.9%	95.2%	95.8%
Average teacher salary	\$42,822	Up 3.1%	\$39,544	\$40,303
Prof. development days/teacher	8.6 days	Down from 10.1 days	11.4 days	10.3 days

School				
Principal's years at school	5.0	Up from 4.0	2.0	3.0
Student-teacher ratio	19.6 to 1	Down from 20.9 to 1	20.4 to 1	26.2 to 1
Prime instructional time	86.7%	Down from 86.9%	87.2%	90.1%
Dollars spent per pupil*	\$7,415	Up 6.5%	\$8,216	\$6,279
Percent spent on teacher salaries*	58.1%	Up from 54.3%	56.5%	57.8%
Opportunities in the arts	Excellent	No change	Good	Excellent
Parents attending conferences	67.0%	Up from 57.9%	84.1%	87.8%
SACS accreditation	yes	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Holly Hill-Roberts is proud of the progress made during the 2002-2003 school year. Through the hard work and diligent efforts of the faculty, staff, and students, both academic and extracurricular accomplishments were achieved.

Holly Hill-Roberts has an average population of 850 students in grades 9 through 12, with a gender diversity of 51.6% females and 48.4% males. Approximately 80% of our students qualify for the free and reduced-price lunch program. The school offers a comprehensive instructional program to address the needs of all students and prepare them for a complex society.

In 2002-2003, Holly Hill-Roberts continued to offer innovative programs to enhance student achievement. We continued with our Homework Center, providing assistance in the four core subject areas and SAT/ACT workshop sessions. Through the continued partnership with Orangeburg-Calhoun Technical College, seniors had the opportunity to earn college credits in Psychology and Sociology, while continuing to take college English.

Although there is still room for improvement, gains were made in Exit Exam test scores for first attempt tenth graders from the state's spring testing. 82% of the students met standard on the mathematics subtest, as opposed to 74% in 2002; 69.3% met standard on the reading subtest, opposed to 67.1% in 2002; and on the writing subtest, 69.3% met standard, an increase from 66.5% in 2002.

The class of 2003 contained the first Palmetto Fellows Scholar, in addition to two students qualifying for Palmetto Teaching Fellow Scholarships. Forty-seven graduates met eligibility requirements for the Life Scholarship and ten scored over 1000 on the SAT.

In athletics, seven of the eight varsity sports advanced to postseason play in the lower State playoffs.

Two teachers achieved National Board Certification and our Student Council Advisor was named state "Advisor of the Year".

Holly Hill-Roberts is proud of the accomplishments of both its faculty and students.

Patricia B. Lott  
Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Number of surveys returned</b>	76	135	85
<b>Percent satisfied with learning environment</b>	57.3%	42.9%	52.4%
<b>Percent satisfied with social and physical environment</b>	68.0%	44.8%	53.0%
<b>Percent satisfied with home-school relations</b>	41.1%	71.9%	40.5%

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.